

Year 8 LONG-TERM SEQUENCE for Geography



The curriculum for this stage of students' education has been designed to develop knowledge of global issues which impact their daily lives and enable them to understand what their role is in a creating a sustainable and more tolerant future. Students will be exposed to a range of viewpoints designed to enable them to formulate their own opinions about the global changes taking place today. In order to broaden their knowledge students will analyse and evaluate the links between their own country and places beyond the UK. All students will be encouraged to develop their own voice and communicate with clarity and accuracy to defend their points of view either in writing or orally.

HALF TERM 1: RIVERS AND COASTS

STUDENTS MUST KNOW:

- How does water move through a drainage basin?
- How are the water cycle and the drainage basin linked?
- How does the river change down the long profile?
- How do waterfalls and gorges form and why has a waterfall formed at Niagara?
- How do meanders and oxbow lakes form?
- How do people make sustainable use of rivers?
- What caused the Boscastle Floods?
- How do different types of flood management work and which types of flood management are most effective and sustainable?

HOW THIS WILL BE ASSESSED:

Knowledge recall assessment using short answer data response questions.

HALF TERM 2: RIVERS AND COASTS

STUDENTS MUST KNOW:

- How do physical processes change the coastal landscape?
- How do headlands and bays form?
- How do spits form?
- Coastal management strategies
- A case study of a UK coastline that is being managed
- How can we use the coastline more sustainably?

HOW THIS WILL BE ASSESSED:

Decision making exercise in selecting the most appropriate coastal management strategy.

HALF TERM 3: PEOPLE AND WHERE THEY LIVE

STUDENTS MUST KNOW:

- How the population is distributed across the world and in the UK
- The factors affecting where we live
- What is migration and why people migrate.
- Case study of economic migration
- Refugee crisis in Europe

HOW THIS WILL BE ASSESSED:

Analysis of population data and extended writing about the responses the migration crisis.

HALF TERM 4: PEOPLE AND WHERE THEY LIVE

STUDENTS MUST KNOW:

- What is a settlement and a settlement hierarchy?
- What is a sense of place?
- What are the main urban issues people face and how are we responding to them.
- How to investigate local traffic problems.
- How to make cities more sustainable for the future.

HOW THIS WILL BE ASSESSED:

Knowledge recall - urban issues and their solutions links made to population change and river and coastal flooding.

HALF TERM 5: INDIAN ADVENTURE

STUDENTS MUST KNOW:

- The Physical Geography of India including the landscape and climatic zones. Creating climate graphs and mapping the country.
- The Human Geography of India including the growth of cities like Mumbai. How is India's population changing and why?

HOW THIS WILL BE ASSESSED:

An assignment to demonstrate subject specific skills in presenting, evaluating, analysing information about India in order to reach conclusions about India past and present.

HALF TERM 6: INDIAN ADVENTURE

STUDENTS MUST KNOW:

- The economic development of India the growth of economic activity, trade and globalisation.
- Regional contrasts in-depth study to compare and contrast India's core and periphery.

HOW THIS WILL BE ASSESSED:

An assignment to demonstrate subject specific skills in presenting, evaluating, analysing information about India in order to reach conclusions about India past and present.

Embedding this knowledge can be supported at home by using online resources such as www.natgeokids.com and viewing the BBC news or reading newspapers to keep up to date with current world news about events such as floods, migration issues and events happening in India.